DOCUMENT RESUME

ED 385 309 JC 950 378

AUTHOR Williams, Fred D.
TITLE Development of a Disabled Student Services Program at Jackson State Community College.
PUB DATE Mar 94
NOTE 66p.; Ed.D. Practicum paper, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Accessibility (for Disabled); Advisory Committees; *College Students; Community Colleges; *Disabilities; Evaluation Methods; Legal Responsibility; Program Design; Program Development; *Student Personnel Services; Two Year Colleges
IDENTIFIERS Americans with Disabilities Act 1990; Jackson State Community College TN

ABSTRACT

A project was undertaken at Jackson State Community College (JSCC), Tennessee, to determine an appropriate plan to develop a disabled student services (DSS) program which would coordinate existing fragmented services and add additional services. A literature review was first conducted to determine legal obligations of the Americans with Disabilities Act (ADA) and standards and essential components of DSS programs. A Specials Needs and Concerns Committee was then established to help ascertain needs of disabled students and develop goals for the program. Following a review of findings from an ADA self-study conducted at JSCC, mission and goals statements were developed for the new program and distributed to the Committee for evaluation. Finally, methods were developed to evaluate the effectiveness of the DSS program utilizing quantitative and qualitative measures and were evaluated by DSS administrators at Tennessee institutions of higher education with successful programs in place. In the development of the program, the following conclusions were made: (1) JSCC has a legal obligation to provide a more comprehensive program for disabled students; (2) college employees must receive training to better understand disabled students' psychological, emotional, and physical needs; (3) there should be one individual responsible for coordinating DSS; and (4) the purpose and goals of DSS must be clearly articulated to the college community. (Contains 16 references.) (Survey forms used to gather campus opinions and the program mission statement are appended.) (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 385 309

DEVELOPMENT OF A DISABLED STUDENT SERVICES PROGRAM AT JACKSON STATE COMMUNITY COLLEGE

Societal Factors Affecting Education

Fred D. Williams

Jackson State Community College

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Leslie Sue

International Cluster

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A practicum Report presented to Nova University in

partial fulfillment of the requirements for the

degree of Doctor of Education

Nova University

March, 1994

JC 450 378

BEST COPY AVAILABLE

Abstract of a Practicum Report presented to Nova

University in Partial Fulfillment for the

Degree of Doctor of Education

DEVELOPMENT OF A DISABLED STUDENT SERVICES

PROGRAM AT JACKSON STATE

COMMUNITY COLLEGE

By

Fred D. Williams

March, 1994

The purpose of this development problem solving practicum was to develop a program of services for disabled students at Jackson State Community College. Problems which precipitated the study were two-fold. First, all public institutions of higher education are obligated to comply with the provisions of the Americans with Disabilities Act, a law which prohibits discriminations against persons with disabilities. Second, the college does not have an official structured program of disabled student services. The research question for this study was, What is an appropriate plan to develop a disabled student services program at Jackson State Community College.

A literature review provided the background for the development of the goals and content of the program. The Special Needs and Concerns Committee also provided valuable practical assistance in completing this development problem solving study which resulted in a program for disabled student services. The program included provisions for central coordination of services for disabled students, increasing awareness of disabled students' needs by nondisabled persons, counseling, a code of ethics and evaluation procedures. Conclusions derived from the study include the need for disability awareness training for college personnel and the central coordination of services for disabled students. Recommendations include an annual evaluation of the campus climate for disabled students and adequate funding to accomplish the mission of the program.

TABLE OF CONTENTS

Chapter Page 1.

INTRODUCTION

Background and Significance 6

Research Question 9

2. REVIEW OF THE LITERATURE 11

Americans with Disability Act 11

CAS Standards and Guidelines 14

Institutional Services Provided 15

Mobility Impairments 16

Hearing Impairments 17

Speech Impairments 18

Accommodations for Disabilities 19

Summary 21

3. METHODOLOGY AND PROCEDURES 25

Definition of Terms 30

Assumptions 31

Limitations 31

4. RESULTS 33

4. RESULTS 33

5. DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion 39

Conclusions 41

Implications 42

Recommendations 42

REFERENCES 44

APPENDIXES 46

A. Letter and Survey Form for JSCC Administrators 47

B. Summary of Responses 49

C. Student Users Evaluation Form 50

D. Statistical Evaluation Instrument 52

E. Letter and Survey Form for Successful Program Administrators 53

F. Disabled Student Services Program 56

Chapter 1

INTRODUCTION

Background and Significance

Jackson State Community College (JSCC), located in Jackson, Tennessee, has a headcount enrollment of 3560 and provides postsecondary education opportunities for fourteen counties in rural West Tennessee. Intermittent services for disabled students have existed at the college since it was founded in 1967. However, there has not been a single office or position charged with the responsibility of coordinating needed services for students with physical disabilities. Consequently, a student with a disability, needing special assistance, was often required to seek information from several different offices in order to obtain the desired assistance, or merely to ascertain what services the college provided for disabled students.

Federal regulations forbid inquiries pertaining to disabilities prior to a student being officially admitted to student status (ADA Compliance Guide, 1992). Because there is not a central coordinating office or designated position responsible for disabled students at JSCC, the actual number of disabled students enrolled at the college for any given term cannot be determined. The resulting problem is that students with disabilities who may possibly benefit from available

services are not aware that services exist, or do not know where or how to request the services. Therefore, only those students who have made their disabilities known have been afforded special assistance or accommodations.

The purpose of this development problem solving practicum was to develop a program of disabled student services which will, in part, address the needs of disabled student at JSCC. Such a program is needed to facilitate the coordination of the existing fragmented services and to add additional services which are needed to better serve students with disabilities. Additionally, the Americans with Disabilities Act (ADA), which became law on January 1, 1992, places a greater responsibility on colleges and universities to ensure that students with disabilities are not victims of discrimination. The provisions of ADA made it mandatory for institutions of higher education to reevaluate action plans for compliance with Section 504 of the Civil Rights Act. Section 504, a federal rehabilitation act, enacted in 1973, made it mandatory for colleges and universities receiving federal funds to provide reasonable accommodations for disabled persons (Kaplin, 1990). The purpose of ADA as cited in the Handicapped Requirement Handbook (1990) and ADA Compliance Guide (1991), is to provide a clear and comprehensive mandate for the elimination of

discrimination against persons with disabilities. A disability, with respect to an individual, is defined in the Americans with Disabilities Act of 1990, as

> (a) a physical or mental impairment that substantially limits one or more life activities of such individual. (b) a record of such an impairment. Or (c) being regarded as having such an im; airment (ADA Public Law 101-336, 42 USC Section 12101 et seq.)

The need for JSCC to provide better services to disabled students and the necessity of complying with the provisions of ADA presented an excellent opportunity to provide a more comprehensive disabled student services program at the college. According to a Congressional Research Service report cited in 2001: A Counseling Odyssey (1992), persons with disabilities are the fastest growing minority in the United States. There are 43 million Americans (one out of five) with one or more disabilities, and addressing the needs of disabled students on college campuses have become national, state and local issues during the past decade (Sergent, Carter, Sedlacek & Scales, 1987). Enactment of Section 504 of the Civil Rights Act in 1973, and the passage of the Americans with Disabilities Act in 1992 acknowledged the rights of disabled persons to pursue higher education opportunities (Sergent, Carter, Sedlacek & Scales, 1988).

As more student with disabilities enter colleges and universities, the institutions are faced with the challenge of providing access to services and programs that are most useful. The challenges faced by institutions of higher

education include the assurance that programs and services are environmentally and attitudinally assessible (Sergent et al., 1987).

Reviewing literature relating to the needs of disabled college students and the moral and legal ramification of providing appropriate services to disabled students helped to guide the development of this study. The resulting product of this study was the development of a disabled student services program at JSCC.

Research Question

The research question for this development problem solving practicum was, What is an appropriate plan to develop a disabled student services program at Jackson State Community College? Development of disabled student services at JSCC, is but one step required to bring the institution into compliance with ADA legislation. An issue discussed in the Societal Factors Affecting Education Seminar was the influence of governmental control on higher education. Varcoe (1990, p.9) finds that "governmental influence over education has increased considerably over the last several decades." Although the "purse strings" are the utmost threat that legislation or the federal government has over education, the impact of legislative and political factors has been experienced in more subtle ways (Varcoe, 1990). One societal factor affecting education discussed in the Societal Factors Affecting Education Seminar was "control." A topic, related to

control, offered by Varcoe (1990), for consideration by students enrolled in the Societal Factors Affecting Education Seminar was legislation. The federal legislation enacting the Americans with Disabilities Act is a control factor which affects JSCC and other institutions of higher education. To comply with this legislation, the college must allocate the resources necessary to improve services to disabled students. Developing a disabled student services program at JSCC will, in part, bring JSCC in compliance with ADA legislation. The purpose of this practicum was to develop a disabled student services program at JSCC and relates directly to one of the "control topics" (legislation) discussed in the Societal Factors Affecting Education Seminar Study Guide (1990).

Chapter 2

REVIEW OF THE LITERATURE

A decade of literature related to disabled student services was reviewed to initiate this study. The literature search was conducted to determine the legal obligations of public institutions in providing access and opportunity for disabled students, to ascertain if there are established standards for disabled student services, to determine the appropriate standards necessary to develop a program of disabled student services, and to discover kinds of services available for disabled student at other colleges and universities. ERIC documents, texts, journals, legal guides and handbooks from other institutions were reviewed as a part of the literature search.

Americans With Disability Act

Shepard, Duston, Russell & Kerr (1992) purport that ADA compliance should be an institutional priority for community colleges as a matter of principle and practical economics. The Handicapped Requirements Handbook (1990) and the American With Disabilities Compliance Guide (1992) clearly articulate the purpose and provisions of the legislation which enacted ADA. The purpose of ADA, as summarized in Disability Etiquette Handbook (1992), is to:

> (a) provide a clear and comprehensive national mandate to end discrimination against individuals with disabilities; (b) provide

> enforceable standards addressing discriminations against individuals with disabilities and, (c) ensure that the federal government plays a central role in enforcing these standards on behalf of individuals with disabilities. (p. 2)

Specifically, ADA Public Law 101-336, (1990) provides that:

> "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in, or be denied the benefits of the services, programs or activities of a public entity or be subjected to discrimination by any such entity" (p. 1).

Thus, a disability involves a physical or mental disorder or condition that substantially limits one's performance of a broad range of tasks of daily living such as eating, walking, seeing and hearing (ADA Compliance Guide, 1992).

A disability is defined in the ADA Compliance Guide (1992) as

> (a) a physical or mental impairment that substantially limits one or more of life's activities of an individual, (b) a record of such impairment, or (c) being regarded as having such an impairment (p. 45).

The ADA requires that public colleges and universities conduct a self-study to determine if facilities, programs, and services are accessible for disabled individuals (ADA Compliance Guide, 1992). Where areas of discrimination are identified by the self-study, an institutional plan and timetable for corrective action must be established. The self-study is designed to identify barriers to programs and services in several different areas which include general approach and attitudes, physical accessibility, recruitment and admission, administrative

services and academic programs (ADA Compliance Guide, 1992). It is also required by ADA that public institutions employing 50 or more persons adopt grievance procedures to handle disability discrimination complaints and appoint an ADA coordinator to investigate such complaints (ADA Compliance Guide, 1992).

An essential requirement of ADA is that colleges and universities make modifications to existing policies, procedures, and practices to ensure that disabled students are not subjected to discrimination. The law requires that institutions must make reasonable modifications to enable disabled student to have access to all the products, services, and other opportunities that the institution provides. Modifications, however, do not have to be made if such modifications would fundamentally alter the nature of the product or services, or if the modification creates an undue burden on the institution (ADA Compliance Guide, 1992). One purpose of the literature review was to determine if standards exist for disabled student services. Danssance (1987), in tracing the evolution of student development programs from 1937 to 1986, observes that the intent of CAS Standards And Guidelines for Student Affairs/Development Programs (1986) is to guide professional practices in the field of student affairs and to serve

as a resource by regional accrediting associations as they review their own standards relating to student affairs.

CAS Standards and Guidelines

The CAS Standards And Guidelines (1986) outline several guidelines for the development and delivery of disabled student services. Two purposes of disabled student services, cited by the CAS Standards And Guidelines (1986), are (1) to improve the educational development of disabled students and, (2) to improve the understanding and support of the campus environment for disabled students. To ensure a successful disabled student services program, the CAS standards and guidelines note that those services must have a clear set of goals which reflect the institution's characteristics. A summary of the major goals cited are responsible advocacy of the needs of disabled students; assessment of the needs of disabled students, coordination of actions, policies and procedures which affect disabled students; and assurance that disabled students have equal access to all institutional programs and services (CAS Standards And Guidelines, 1986).

The CAS Standards And Guidelines (1986) stipulate that a disabled student services program must provide the following program components: (a) identification of disabled students who are eligible for services and determination of appropriate services, (b) provision of direct assistance to individual disabled

students, (c) provision of high quality individual and group counseling and advising for disabled students, (d) provision of consultative and/or training assistance to campus and community agencies and (e) dissemination to the campus community of information on needs and legal rights of disabled students.

Institutional Services Provided

A review of the literature revealed that a nationwide sample of disabled student services provided by colleges and universities was conducted by Sergent et al. (1987). Sergent's study finds that the largest number of students with physical disabilities (21 percent) served by small institutions similar in size to JSCC had mobility impairments. Other physical disabilities, for which students received services, included hearing impairments (14 percent), and visual impairments (10 percent). A later, five-year longitudinal study conducted by Sergent et al. (1988), however, revealed that both small and large schools experienced a decrease in the number of mobility impaired students requiring services between 1982 and 1987. According to the Profile of Handicapped Students in Postsecondary Education (1987), cited in Disabled Student Access (1991), 26 percent of all disabled students attending institutions of higher learning are either deaf or hard of hearing. Students with hearing impairments and visual impairments are more likely to proceed to postsecondary education than any other

group of disabled students (Disabled Student Access, 1991). A 1991 report by the Florida Postsecondary Planning Commission finds that various accommodation are made for students with mobility, hearing, and visual impairments who attend institutions of higher education and a national study by Sergent et al. (1987) reported similar findings.

Mobility Impairment

A disability that limits functions of movement in any of the limbs or fine mobility is defined as a mobility impairment (Disabled Student Access, 1991). Mobility impairments may limit such activities as traveling to and entering classrooms, sitting for extended periods of time, manipulating tests and other learning materials such as paper and pencil, writing and marking small ovals, computing and transfering numbers to paper (Disabled Student Access, 1991).

Corrado and Thomas (1982) suggest that the major barriers facing students with mobility impairments are alomst exclusively found in laboratory settings. Disabled Student Access (1991) finds that some laboratories have stationary, and thus inaccessable tables and work areas. Devices that can facillitate the laboratory learning experience of mobility impaired students include clamps and rubber mats that prevent objects from moving (Disabaled Student Access, 1991) and gas and water controls installed on the front and sides of work areas, rather than in the rear

(Corrado & Colfer, 1982). Aisle width, the amount of under counter space, and working reach are primary considerations for making laboratories accessable fo students with mobility impairments (College Students With Disabilities, 1988). The classroom activities of students with mobility impairments may be enhanced by individualized attention from the instructor and arranging for aides or proctors to assist with the manipulation of test materials, marking exams and writing numbers or symbols as directed by the disabled student. Faculty members can also optimize effectiveness by working individually with mobility impaired students to ensure the accessibility to their classroom and to provide sufficient time for the students to move about the room (Disabled Student Access, 1991).

Hearing Impairment

Accommodations for hearing impaired students include providing sign language interpreters, trained notetakers, and tutors who are experienced in teaching the hearing disabled (College Students With Disabilities, 1988); (Florida Postsecondary Planning Commission, 1991). Other adaptations for the hearing impaired, noted by the Florida Postsecondary Planning Commission (1991) and Sergent et al. (1987), are visual alarms and assistive listening devices for telephones. Encouraging hearing impaired students to tape lectures and rewrite lecture notes, and encouraging student to sit near chalkboards and in areas

removed from audio disturbances are also accommodations that will benefit the hearing impaired (Corrado & Colfer, 1982).

One is considered visually impaired if the corrected vision is no better that 20/70 (seeing at 20 feet what the normal person sees at 70 feet). One is usually considered legally blind when the corrected vision is no better that 20/200. Approximately 80 percent of all legally blind individuals in the United States have some measurable fision or light perception (College Students With Disabilities, 1988). The classroom experience for visually impaired students can be enhanced by the availability of recorded and braille editions of textbooks (Disabled Student Access, 1991; Corrado & Colfer, 1982). It is also suggested by Corrado and Colfer (1982) that instructors permit students to tape record lectures and directions for assignments and encourage the use of typewriters or computers when students write papers or take tests.

Speech Impairment

Speech impairments range from problems with articulation or voice strength to being totally non-vocal (College Students With Disabilities, 1988). While some students with speech impairments will require no special classroom consideration, others may require various adaptive methods of instruction and evaluation, depending on the impairment (College Students With Disabilities,

1988). Accommodations can be achieved for students with speech impairments by substituting written assignments for oral presentations. Of those students who prefer to participate orally, most will need patience, encouragement, and the opportunity to develop self-confidence in an unfamiliar group. In these instances, the instructor can set the tone that encourages self-expression and acceptance by classmates of the speech impaired student (College Students With Disabilities, 1988).

Accommodations for Disabilities

Foulks (1990) and College Students With Disabilities (1988) describe an academic aide system, utilized respectively at Edinboro University (PA) and Memphis State University, which enables students with disabilities to complete tasks that they are unable to do on their own. Aides, who are assigned on request, serve as guides, notetakers, assist mobility impaired students in traveling from one location to another and assist disabled students in additional other ways.

Although structural and programmatic barriers deter disabled students from fully participating in the total higher educational experience, the disabled student is also confronted with attitudinal barriers which are often more difficult to identify and harder to rectify (College Students With Disabilities, 1988; Amsel & Fichten, 1990; Lesh & Ozer, 1990). Amsel and Fichten (1990) suggest that

factors relevant to the successful integration of disabled students into the higher education environment are still being defined. Their research, however, reveals that disabled students, students without disabilities and instructors differ in their opinions of the correct behavior which instructors should exhibit toward disabled students. For instance, students with disabilities felt that it is less acceptable that they request or be accorded special consideration than did students without disabilities. Disabled students also felt that it was inappropriate for teachers to arbitrarily single out disabled students for special attention. On the other hand, instructors felt that it was appropriate to do so (Amsel & Fichten, 1990).

The ADA Compliance Guide (1992), Sergent et al. (1987), and Disabled Student Access (1991) suggest that frontline staff, faculty, staff and student leaders should participate in sensitivity training so that the needs of disabled students can be better addressed. Improved Career Decision Making (1991), 2001: A Counseling Odyssey (1992), the Memphis State University's College Students With Disabilities Handbook (1988), and Foulks (1990) offer several topical recommendations and suggestions for training college employees to better understand the needs of disabled students. The CAS Standards And Guidelines (1986) delineated standards for disabled student services programs and offered goals and guidelines for such programs.

Summary

In summary, the literature review proved valuable in defining the legal obligations of institutions as relates to providing a broad range of adaptive services and accommodations for disabled students. The literature also provided a usable set of standards and guidelines for establishing disabled student services, as well as information concerning the kinds of disabled student services offered at other institutions of higher learning.

Summary

In summary, the literature review proved valuable in defining the legal obligations of institutions as relates to providing a broad range of adaptive services and accommodations for disabled students. The literature also provided a usable set of standards and guidelines for establishing disabled student services, as well as information concerning the kinds of disabled student services offered at other institutions of higher learning.

Chapter 3

METHODOLOGY AND PROCEDURES

Several procedures were used to complete this development study. A literature search was conducted to determine ADA related legal obligations of public institutions of higher education, to ascertain if there are established standards for disabled student services, and to determine the essential components of disabled student services and the correct components to include in developing a program of services for disabled students. ERIC documents, texts, legal compliance guides, handbooks from other institutions, and journals were reviewed for content and applicability for developing a program of disabled student services.

Secondly, a recommendation to establish a task force to assist with ascertaining the needs of disabled students and developing goals for the program was submitted to the president of the college. The recommendation included the provision that the task force include both employees and students and be composed of representatives from diverse areas of the college. Since the eventual success and effectiveness of the disabled student services program depended on broad based input and support from various individuals who were sensitive to the needs of disabled students, specific recommendations were made for inclusion of

representatives from the Division of Arts and Sciences, Business and Technology, Health Sciences, the Classified Council, Admissions Office, Financial Aid Office, Counseling Office, and the Student Government Association.

The next procedure was to review the institutional ADA self-study, which was completed in December of 1992, in order to discover any institutional shortcomings identified by that document. Another procedure, which is related to the ADA self-study, was to send a letter and survey form to each academic division chair and student affairs unit head to identify any additional services for disabled students that may have been implemented as a result of the ADA self-study. Next, a mission and final goals and objectives were developed for the disabled student services program. Information obtained from CAS Standards And Guidelines (1986) and feedback from the Special Needs and Concerns Committee proved effective in developing the mission, goals and objectives for the disabled student services program. Another procedure was developed to determine the most appropriate office to be charged with coordinating disabled student services at JSCC. CAS Standards And Guidelines (1986) and the work of Sergent et al. (1988) proved helpful in selecting the appropriate unit to coordinate disabled student services at JSCC.

A draft copy of the completed plan was submitted to each member of the Special Needs and Concerns Committee, (to which the president assigned responsibility), with instructions to critique the plan, note recommendations for revisions and to share those recommendations at the final meeting of the committee. The two committee members with disabilities were requested to evaluate the entire program draft and to particularly evaluate the program from the perspective of their personal disabilities. After the final meeting, recommendations from the committee, as appropriate, were incorporated into the disabled student services program. After incorporation of recommendations, a second draft was submitted to each committee member to ensure that the final draft of the plan received consensus support.

The next procedure was to develop a method to evaluate the effectiveness of the disabled student services program by utilizing quantitative and qualitative measures. Information found in CAS Standards And Guidelines (1986) assisted with the formulation of procedures to implement a data collection system which permitted program evaluation by the program administrator and student users. The questions on the student users evaluation form were consistent with the standards contained in CAS Standards And Guidelines (1986). The development

of the summated rating scale for the evaluation form was guided by work of Isaac and Michael (1990).

The final procedure was to have the disabled student services program and evaluation instruments evaluated by administrators of disabled student services programs at Tennessee institutions of higher education with successful programs. One state supported university, a private university and a state supported two-year institution were selected based on the institutions' statewide reputation for having quality disabled student services programs. The respective disabled student services administrator at each institution was contacted via phone and agreed to evaluate the draft of this program. Subsequent to the administrators' agreement to evaluate the plan, a cover letter, copy of the program draft and a postage-paid reply envelope were mailed to each administrator in early December of 1993.

The plan to develop a disabled student services program was guided by the literature review, input from the Special Needs and Concerns Committee, review of the ADA self-study document compiled by college officials, and the submission of the plan to administrators at selected institutions with successful disabled services programs. The literature review provided the conceptual framework from which the above procedures evolved. Recommendations and input obtained from the Special Needs and Concerns Committee and two disabled

JSCC employee served to ensure that the procedures were practical and applicable to JSCC. The evaluation of the program by administrators of disabled student services at institutions with exemplary programs provided program validation by outside entities with successful experience providing services to disabled students

Definition of Terms

(ADA) Americans with Disability Act - sweeping federal legislation which prohibits discrimination against persons with disabilities.

Campus Climate - the policies, practices and attitudes of administrators, faculty and students within the college's environment that have the potential to enhance or impede each member's ability to engage in the fullest development of his or her talents.

Disability - a physical impairment that substantially impedes one or more major life activities of an individual.

Physical impairment - visual, hearing, speech or mobility impairment.

Reasonable modification - necessary policy, practice, or procedure that enables disabled persons to access services and opportunities provided by the college unless these modifications would fundamentally alter the nature of the services and opportunities or create an undue burden on the institution.

Undue Burden - significant difficulty or espense.

Assumptions

One assumption was that the feedback received from the Special Needs and Concerns Committee would be useful. Second, it was assumed that the ADA self-study document was comprehensive in scope and accurately identified institutional weaknesses in addressing the needs of disabled students. A third assumption was that such a program would, in part, bring JSCC into compliance with ADA requirements for providing services for disabled students. Fourth, it was assumed that the evaluation of the plan by administrators at institutions with successful programs would be valid. The final assumption was that the plan would be implemented and, therefore, would supplement and enhance existing services for disabled students.

Limitations

A limitation of the study was that the services developed for disabled students were developed specifically for JSCC. Therefore, the plan may not be appropriate for use at other institutions. In addition, this study was limited to the development of services for students with physical disabilities.

A third limitation is that the evaluations provided by the disabled employees at JSCC may be limited to the context of their respective disability. The final limitation of the program was that the disabled student services program was only

evaluated by two of the three disabled student services administrators at the higher education institutions with successful disabled student who had consented to provide evaluation.

Chapter 4

RESULTS

The literature review was completed and organized into three categories: 1) legal obligations of institutions with regards to disabled students, 2) standards and guidelines for disabled student services, and, 3) the types of services available for disabled students at other institutions. Related literature from two-year and four-year colleges was sorted according to institution type. A total of 96 sources, spanning a decades, were reviewed for information pertaining to the development of disabled student services. Of the reviewed sources, 16 were included in the study.

It was recommended to the president of the college that a task force be appointed to assist with the development of the disabled student services program. The president elected to assign the recommended responsibility to the existing Special Needs and Concerns Committee which had been appointed in December of 1991, to study and identify the needs of disabled students, minority students, evening students, older students and off-campus students. That committee contained the desired mix of personnel from each academic area and other major units within the college. From the academic area, one representative was appointed from each of the following divisions: Arts and Science, Business and

Technology and Health Sciences. Representatives from the Classified Council; Financial Aid Office; Admissions Office, Student Health Services; Counseling, Career Planning and Testing; and the Student Government Association made up the remainder of the committee. One committee member had a hearing impairment and another member of the committee used crutches.

Members of the Special Needs and Concerns Committee met three times during the spring and fall semesters of 1993. The committee first met in April, 1993. This meeting, lasting approximately 90 minutes, was for the purpose of reviewing the institutional ADA self-study, which was completed in December of 1992, to ascertain the strengths and weaknesses of existing services for disabled students. A review of the ADA self-study, by the committee, revealed that all architectural structures met minimum requirements to comply with existing ADA requirements. No material weaknesses were identified within the institution's buildings and grounds that would impede access or otherwise constitute barriers for disabled students. The committee found that all buildings have ramps to serve disabled persons, that buildings with more than one floor are equipped with elevators and that classrooms, laboratories, and administrative and faculty offices were accessible to disabled persons. There was a sufficient number of disabled parking spaces within feasible proximity to each building. It was determined by

the committee, however, that one classroom building and the library were equipped with only one elevator. The one elevator, on occasions, created problems for students with mobility impairments who enter the building through the entrance farthest from the elevator. Another inherent problem with buildings with only one elevator was that there is no desirable alternative for disabled persons to travel from one level to another if the elevator is out of order.

The committe found that the ADA self-study indicated that reasonable accommodations have been made for disabled students in admissions, classroom activities and student services. College administrators working in cooperation with the counseling office and the campus ADA Coordinator have generally made necessary modifications to course content and instructional methodology to adequately, on a case by case basis, meet the needs of disabled students. The degree of modifications made to course content and instructional methodology generally reflected the need of the individual student and varied according to the disability.

Committee members concluded that the Financial Aid Office, Admissions Office, and the office of Counseling Career Planning and Testing have informal mechanisms in place to assist disabled students. Personnel in each office, when needed, assist disabled students with completing admission applications and

financial aid applications. The office of Counseling, Career Planning and Testing has provided the necessary modifications to existing procedures to accommodate disabled students. Extra time was allocated for required testing and individualized alternate testing procedures were utilized when needed. The Student Government Association has worked diligently to assure that reasonable institutional efforts have been made to ensure that disabled students have access to traditional extracurricular activities.

The committee identified three institutional shortcomings in the ADA self-study. The shortcomings were that existing services were fragmented, lacked uniformity and consistency, and that the responsibility for coordinating disabled student services was not assigned to a specific unit and/or individual. It was suggested by the committee that a follow-up survey be forwarded to heads of academic and student affairs units to obtain an updated assessment of institutional conditions for disabled students.

In late August of 1993, a letter and survey form was forwarded to each academic division chair and student affairs unit head (Appendix A). The purpose of the letter and survey form was to determine if substantial changes in addressing the needs of disabled students had occurred since the completion of the ADA self-study. All survey forms from the student affairs areas were returned by the

middle of September but only one third of the survey forms from the academic areas had been returned. Two follow-up telephone calls were made to each individual who had not returned the forms. The first follow-up call was made in mid-September and the second during the first week of October. The follow-up calls resulted in 100 percent of survey forms from the academic areas being returned. A review of the returned forms determined that notable changes in the provision of services for disabled students had not occurred since the completion of the self-study. A summary of survey results (Appendix B) revealed that some accommodations provided for disabled students include texts with large print, permitting students to use tape recorders, course substitution and oral assignments and testing in lieu of oral presentations.

The second meeting of the Special Needs and Concerns Committee occurred during the first week of September, 1993 for the purpose of discussing a mission and goals for disabled student services. After extensive deliberation, the committee elected to adopt the program's mission and goals from CAS Standards And Guidelines (1986). The program goals are incorporated into the disabled student program found in Appendix B. During this meeting the committee also determined that the most appropriate unit to house the disabled student services program was the existing Office of Counseling, Career Planning and Testing.

This decision was reached after consideration of existing institutional financial and human resources and noting that placement of disabled student services in the counseling area is consistent with CAS Standards And Guidelines (1986). The same rationale was used by the committee to determine that a member of the existing Counseling, Career Planning and Testing staff should serve as coordinator of the program. Subsequent to this meeting, a draft of the program for Disabled Student Services was prepared and submitted, for review and feedback, to each member of the Special Needs and Concerns Committee in mid-September.

The CAS Standards And Guidelines (1986) provided the guidelines and topical organizational order for the preparation of the program draft. The mission of the disabled student services, adapted from the CAS Standards And Guidelines (1986), was to improve the educational development of disabled student services and to increase the understanding and support of the campus environment. Once the mission of the program for disabled student services was defined, the following goals were established for the program: (a) Responsibly advocate the needs of disabled students to the campus so that nondisabled individuals gain a general awareness of, and sensitivity to disabled students' circumstances;

(b) conduct assessment of the needs of disabled students and the campus units with which they interact in addressing those needs; (c) coordinate actions, policies and procedures by individuals, units, and departments which affect disabled student services; and, (d) assure that disabled students have equal access to all institutional programs and services.

The program for disabled students at JSCC provided for the identification of students who are eligible for services, direct assistance to individual disabled students, individual and group counseling for disabled students, referrals to community agencies, consultative and training assistance to campus units and informing the campus community of the needs and legal rights of students with disabilities. The program is located in the College's Student Affairs Division with the coordinator of ODSS reporting to the Vice President for Student Affairs.

Qualifications for the Coordinator of Disabled Student Services include a masters degree in counseling and eligibility for licensure as a professional counselor by the State of Tennessee. The program facilities are located, adjacent to the Counseling Center, in the Student Union Building where space is available for providing counseling and other services that require intense concentration. A code of ethics was adopted which addresses confidentially, conflict of interest and sexual harassment.

The third and final meeting of the Committee occurred during the first week of October. The purpose of this meeting was to discuss the previously distributed draft of the program for disabled students, finalize the content of the program and develop a mechanism for evaluating the disabled student services program. The committee made only semantic recommendations for further revisions to the program for disabled student services. Subsequent to the meeting, the final draft of the disabled student services program, which reflected the semantic revisions was completed and submitted to each committee member.

Two separate internal evaluation methods were developed to measure the effectiveness of the organization and administration of the disabled student services program. A student user evaluation form was designed (Appendix B) to collect data which measures student satisfaction with services obtained. The comment portion of the form permits the student to suggest recommendations for improving service. This form was evaluated as a part of the program by the disabled persons on the committee and by the disabled student services administrators at institutions with successful programs.

Another method of evaluation was to provide for a qualitative evaluation of the program. A quantitative evaluation method was designed to analyze population characteristics and trends in the use of disabled student services. An

evaluation form (Appendix C) was developed to analyze, on an annual basis data depicting the number of students requesting services, type of service requested, services provided and graduation rates for disabled students.

The data obtained from the two evaluative methods will be analyzed during the summer of each year, beginning in 1994, and the results will be used to revise and improve the program goals and the implementation of services for disabled students.

The feedback from the committee members with disablities who evaluated the program draft contained no recommendation for revision. However, both evaluators indicated that, in the future, the program should be expanded to provide services to students with learning disabilities.

The program draft which contained the evaluation instruments, and cover letter (Appendix D) were mailed to three administrators of disabled student services programs who had consented to evaluate the program draft. The letter requested that the respective program administrators return the evaluations by a specified date. Of the three administrators noted above, the administrator at the state supported two-year institution returned the completed evaluation form by the specified date. This administrator recommended that the program for disabled students at JSCC include more cooperative relationships with local community

agencies that provided services to disabled persons. It was also suggested by this administrator that services for students with learning disabilities be phased into the program as resources permitted. The program was revised to reflect this recommendation. During the month of January and early February, four follow-up telephone calls were made to each of the university administrators who had not returned the evaluations. The disabled student services administrator at the private university did not return the program evaluation forms.

The disabled student services administrator at the public supported university offered three suggestions for improving the disabled student services program. The suggestions were: (a) that medical documentation be required for all disabilities; (b) that a comment section be added to the Student Users Evaluation Form for the respondent to explain negative responses. (c) that practical qualifications, (experience), is a more important qualification for the program coordinator than is a masters degree.

The third suggestion was not incorporated into the program because it was recommended in CAS Standards and Guidelines (1986) that professional staff members have obtained a graduate degree. The first two suggestions, however, were incorporated into the disabled student services program (Appendix E).

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The development of a disabled student services program at Jackson State Community College was intended to enhance the quality and quantity of services available for disabled students. A concerted effort was made to obtain the available material necessary for the development of disabled student services. In order to ensure that the content of the services was sound, assistance was obtained from the Special Needs and Concerns Committee. Pursuing this approach allowed for the presentation of practical suggestions and input from various units within the College. Evaluation of the program by disabled student services administrators at institutions with successful disabled student services programs provided further validation of the program content.

The literature review proved valuable in providing information in several crucial areas. For instance, the ADA Compliance Guide (1991) and Public Law 101-336 (1990) which enacted the Americans with Disability Act, contributed the framework necessary to ascertain the legal obligations of institutions to provide services to disabled students. Danssance's work (1987) discussed the national

effort to develop professional standards for student affairs and the CAS Standards And Guidelines (1986) which emerged from that effort. CAS Standards And Guidelines (1986) was useful in guiding the development of the mission and goals for disabled student services and provided the basis of the organizational structure to administer the function.

Reviewing literature concerning the components of service available at other colleges and universities was beneficial in developing the components of disabled student services at JSCC. Works by Corrado and Thomas (1982), Sergent et al. (1987), Foulk (1990), Sergent et al. (1988), and Disabled Student Access (1991) describe the various kinds of disabled student services available at some two-year and four-year colleges to enhance the collegiate experience for disabled students. Some of the program modifications and special accommodations for students with visual, hearing, speech and mobility impairments described in the aforementioned literature were incorporated into this disabled student services program. Lesh and Ozer (1990) and the ADA Compliance Guide (1991) emphasized that, for disabled student services to be effective, it was essential to remove both attitudinal and structural barriers. One goal of the disabled student services program at JSCC, related to removing attitudinal barriers, was to provide awareness training for college employees.

This training will increase the appreciation for the needs of students with disabilities.

Conclusions

It was concluded that JSCC has a legal obligation to provide a more comprehensive program of services for disabled student services. ADA Public Law 101-336 (1990) outlines the legal obligation of institutions and stipulates that punitive measures will be taken against institutions which are found in violation of the law. Since the removal of attitudinal barriers are as important as removing structural barriers, it was concluded that college employees must receive training so that they may better understand the psychological and emotional needs, as well as the physical needs of disabled students. This conclusion is supported by Foulks (1991), Lesh and Ozer (1990), 2001: A Counseling Odyssey (1992), and ADA Compliance Guide (1991). Another conclusion, supported by CAS Standards And Guidelines (1986) is that one individual, who is knowledgeable about college policies, services, and academic programs should have the responsibility of coordinating disabled student services and that this individual must be sensitive to the diverse needs of disabled students. It is also concluded that, to optimize effectiveness, the purpose and goals of the disabled student

services must be clearly articulated to all college administrators, faculty, staff and students (CAS Standards And Guidelines, 1986).

Implications

First, a disabled student services program may enhance the opportunity for disabled students to participate fully in the higher education experience. Second, a successful program of disabled student services at JSCC may encourage more disabled students to enroll at the college (Foulks, 1990). Third, integration of disabled students within the college environment may serve to foster better understanding of the needs of disabled persons by employees and students who are not disabled (2001: A Counseling Odyssey, 1992). Fourth, an effective program for disabled students must be funded at a level to adequately support the goals of the program. Therefore, if the program is not adequately funded, the program may not adequately meet the needs of disabled students. (Sergent et al., 1988). The final implication is that establishing a disabled student services program will, in part, bring the institution into compliance with the provisions of ADA as prescribed in Public Law 101-336 (1990).

Recommendations

There were five recommendations for future efforts to strengthen disabled student services at JSCC:

(a) Subsequent to the implementation of the disabled student services program, a timetables should be established to gradually phase in services for students with learning disabilities; (b) The campus climate for disabled students should be evaluated annually to ensure that attitudinal and structural barriers do not impede access and opportunities for disabled students; (c) The institution should fund the program of disabled student service at a level necessary to reflect the purpose and goals of disabled student services; (d) College faculty and employees should periodically receive training to increase awareness and appreciation of the needs of disabled students; and, (e) When future program revisions are made, the revised program should be evaluated by successful program administrators and/or agencies with extensive experience in serving disabled populations.

REFERENCES

ADA compliance guide. (1992). Washington, D.C.: Thompson Publishing Group.

Americans with disabilities act of 1990. (ADA Public Law 101-336, 42 U.S.C. Section 12101 et seq.)

CAS standards and guidelines for student services and development services. (1986). Washington D.C.: Council for the Advancement of Standards.

College students with disabilities: A faculty handbook. (1987). Memphis: Memphis State University.

Corrado, T. and Colfer, M. (1982) Sourcebook: Disabled student services. State University of New York. Albany. (ERIC Reproductions Service, No. ED 233 779).

Disability etiquette handbook. (1992). In 2001: A counseling odyssey. Improved career decision making series. (1992). Nashville: Occupational Information Coordinating Committee.

Disabled student access to postsecondary education: Update, Report and recommendations. Report No. 3. (1991). Florida State Postsecondary Education Planning Commission. (ERIC Document Reproduction Service, No. ED 333 614).

Foulks, J. Office of disabled student services. (1990). American Association of State Colleges and Universities. (ERIC Reproduction Service, No. 321 638).

Handicapped requirement handbook. Federal Advisory Service. Supplement No. 141. (1990). Salsbury, MD: Thompson Publishing Group.

Isaac, S. and Michael, W. Handbook in research and evaluation. (1990). San Diego: EdITS.

Kaplin, William A. The law of higher education. (1990). San Francisco: Jossey-Bass.

Lesh, K. and Ozer, M. (Eds). Journal of postsecondary Education and disability. (1990). (ERIC Document Reproduction Service, No. ED 339 336).

Sergent, M. T., Carter, R. T., Sedlacek, W. E. and Scales, W. R. (1987). A national survey of services provided for disabled students in higher education. (ERIC Document Reproduction Service, No ED 297 668).

Sergent, M. T., Carter, R. T., Sedlacek, W. E. and Scales, W. R. (1988). A five-year analysis of disabled student services in higher education. Journal of postsecondary education and disability. Vol 6, 21-27.

Shepard, I.M., Duston, R. L., Russell, K. L., and Kerr, L. E. ADA: Audit and transition plans and policy statement for higher education. (1992). Washington, D.C.: Association of Community Colleges.

Varcoe, K. E. Societal factors affecting education: A study guide for the core seminar. (1990). Programs for Higher Education. Ft. Lauderdale: Nova University Press.

APPENDIXES

APPENDIX A

Letter and Survey Form Sent to College Administrators

<Date>

To: Academic Division Chairs
Student Affairs Unit Heads

From: Fred D. Williams
Vice President, Student Affairs

RE: Disabled Student Services

Plans are underway to develop a program of disabled student services at Jackson State Community College. An integral part of the plan development is to determine what services are presently provided for disabled students by various units within the College. I am requesting that you assist with the development of this plan by noting any special accommodations or services that your faculty and/or employees provide for students with physical disabilities. Please indicate, on the attached form, any services that are provided in the classrooms or offices to facilitate access and participation for disabled students.

Thank you for your cooperation in this matter. If you have questions or comments, please let me know.

Please list the type of services or accommodations which are provided in classroom instruction or in the delivery of other services to students with the following physical disabilities:

Visual Impairments

Hearing Impairments

Speech Impairments

Mobility Impairments

Other (Describe)

Appendix B

SUMMARY OF RESPONSES FROM THE ACADEMIC
Division Chairs and Unit Heads

Visual Impairments

(a) Large print books

(b) Use of tape recorders

(c) Oral Testing

Hearing Impairments

(a) Written Instructions

(b) Seating near instructor

Speech Impairments

(a) Alternate classes substituted for required speech courses

(b) Written reports accepted in lieu of oral presentations

Mobility Impairments

(a) Larger desks to accommodate wheelchairs

(b) Oral assignments and testing

Other Impairments

(a) Armless chairs provided for obese students

Appendix C

JACKSON STATE COMMUNITY COLLEGE

Disabled Student Services

Students Users Evaluation Form

Please indicate the extent that you agree or disagree with the following items by circling the appropriate letter(s) above the statement. If you circle "D" or "SD," please explain the reason for your response in the "Comments" section. Use back of sheet if needed.

SA = Strongly Agree A = Agree U = Undecided

D = Disagree SD = Strongly Disagree

SA A U D SD

1. The Office of Disabled Student Services made every reasonable effort to meet my needs.

SA A U D SD

2. Satisfactory classroom modifications were arranged to accommodate my disability.

SA A U D SD

3. Satisfactory modifications were arranged in science and computer labs to accommodate my disability.

SA A U D SD

4. Accessibility to social activities was satisfactory.

SA A U D SD

5. Accessibility to athletic events was satisfactory.

SA A U D SD

6. The attitudes of faculty and staff made me feel comfortable.

SA A U D SD

7. The attitudes of students without disabilities made me feel comfortable.

SA A U D SD

8. Overall, JSCC provides a comfortable environment for students with disabilities.

SA A U D SD

9. The personnel in the Disabled Student Services office was cooperative and courteous.

SA A U D SD

10. The personnel in the Disabled Student Services office was understanding and helpful.

Comments
(Use separate sheet if needed)

Appendix D

Jackson State Community College

Statistical Evaluation Instrument for
Disabled Students Program

For the period beginning _____ and ending _____

Number of new disabled students served

Visually impaired	_____
Mobility Impaired	_____
Hearing impaired	_____
Speech impaired	_____
Other	_____

Number of continuing students served:		Graduated
Visually impaired	_____	_____
Mobility Impaired	_____	_____
Hearing impaired	_____	_____
Speech impaired	_____	_____
Other	_____	_____

Total Students Served _____ Graduated _____

APPENDIX E

Letter and Survey Form for Successful Program Administrators

Dear

Thank you for agreeing to evaluate the enclosed document. As explained during our phone conversation, I am developing a program of services for students with physical disabilities at Jackson State Community College for a practicum report for Nova University. A draft of the program, which is formatted to conform with the CAS Standards And Guidlines for Student Services/Development Programs has been prepared.

Please use the enclosed form to write your comments and suggestions that you believe will strengthen the draft of the program for students with physical disabilities at JSCC. A self-addressed stamped envelope is enclosed for your convenience in returning the completed form. I am requesting that you return the completed form by January 7, 1994. Please contact me at the telephone number below if you have questions.

Sincerely,

Fred D. Williams
Vice President for Student Affairs

Disabled Student Services
Comment Form

The proposed program of disabled student services which is being developed for Jackson State Community College is designed to comply with CAS Standards and Guidelines for Student Services/Development Programs. The topics listed below corresponds with the topics in the document. Please write your comments concerning the document under the appropriate topic heading. Please use the back of the form or separate sheets if additional space is needed for comments.

MISSION

GOALS

PROGRAM

Appendix E (Con't)

ORGANIZATION AND ADMINISTRATION

HUMAN RESOURCES

FUNDING

CAMPUS AND COMMUNITY RELATIONS

CODE OF ETHICS

EVALUATION

JACKSON STATE COMMUNITY COLLEGE

Disabled Student Services Program

MISSION

The two primary purposes of disabled student services at Jackson State Community College are to improve the educational opportunity of disabled students and to increase the understanding and support of the campus environment. The mission will be accomplished through direct assistance to disabled students, encouragement of their independence, creation and maintenance of an accessible physical environment, and the provision of a supportive psychological environment so that disabled students may achieve their educational objectives.

GOALS FOR DISABLED STUDENT SERVICES

To ensure fulfillment of the mission, the ODSS has established goals which reflect the institution's characteristics and mission.

Goals

1. **Responsibly advocate the needs of disabled students to the campus so that nondisabled individuals gain a general awareness of and sensitivity to disabled students' circumstances;**

Responsible advocacy is necessary to ensure that the JSCC family is sufficiently aware of disabled students' needs so that they are appropriately responsive to them. Every effort is made to ensure that each qualified individual receives equal access to services regardless of the type, extent, or duration of the disability.

2. **Conduct assessment of the needs of disabled students and the campus units with which they interact in meeting those needs;**

These services will provide the primary source of information about disabled persons. Continuous efforts shall be made to develop multiple means of disseminating information in the effort to reduce attitudinal barriers.

Some needs assessments are formally structured, others informally, based upon ongoing experience with disabled students and the units with which they interact. Assessments shall be made systematically on a regular basis and address the academic, social, and physical needs of students as well as the psychological and physical environments of the campus. In turn, assessment findings shall influence how present services are provided and suggest services for future development.

3. Coordinate actions, policies, and procedures by individuals, units, and departments which affect disabled students;

The ODSS shall coordinate and supplement, rather than duplicate or replace the programs and activities offered by other campus agencies. The services shall work toward a positive social and psychological environment that encourages rather than discourages the progress of individual disabled students and their integration within the general student body.

4. Assure that disabled students have equal access to all institutional programs and services.

The ODSS shall provide direct assistance to individual disabled students, as needed, to assure them equal access to the institution's programs and services. This direct assistance may take various forms depending on the needs of the individual student served and the services available elsewhere, both on and off campus. Commonly provided services include the provision of specialized assistance or equipment.

In addition to providing direct assistance to disabled students, the ODSS, jointly with the Coordinator of the Americans with Disabilities Act (ADA), shall assist institutional faculty and staff in developing positive attitudes toward the disabled.

The ODSS and the Coordinator of the Americans with Disabilities Act shall play the lead role in seeing that the institution, as a whole, is knowledgeable about, and in compliance with legal requirements for access under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

PROGRAM

The ODSS will provide those physical and/or academic support services which

cannot be provided adequately or developed by other campus departments or services. Among those services offered are:

A. Identification of disabled students who are eligible for services and determination of appropriate services

The ODSS shall make continuous efforts to identify all eligible disabled students and to encourage self-disclosure. Each disabled student requesting services will be screened in an intake interview. This will be accomplished by including a statement in each college publication which identifies the ODSS as the point of contact for students with disabilities who need assistance. In addition to the statement placed in publications, similar audio and visual messages will be run on the closed circuit TV bulletin boards. Faculty members are requested to include, in the syllabi of each course, information concerning the services available through the ODSS.

Each student requesting special assistance will be interviewed by the Coordinator of Disabled Student Services, or a counselor assigned by the coordinator, to best determine the most appropriate services for the respective disabilities. Medical documentation that identifies functional limitations will be required from physicians or diagnostic services . Additionally, information on the student's disability and its effect on academic performance and participation in campus life will be evaluated in order to provide adequate and appropriate services.

B. Provision of direct assistance to individual disabled students

A primary activity of ODSS is the provision of direct support services to individual disabled students. The services provided will vary and is based on the disability and the services available elsewhere on the campus and in the community. Support services are designed to give disabled students the opportunity for access to campus programs and services as well as to meet the accessibility requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

The following types of direct support services are available, or can be arranged at Jackson State Community College: readers, scribes, sign language and oral interpreters, and notetakers. Assistive devices such as print enlargers and tape recorders are available. Personal assistance for independent living is not available, nor is attendant care and equipment available for private use.

C. Provision of high quality individual and group counseling to disabled students

Counseling is provided by licensed counselors and is designed to address the unique needs of disabled students and particularly focus on those strategies needed by disabled individuals to cope with and succeed in a college environment. Faculty and staff are encouraged to refer those students needing emergency, intensive, or specialized therapeutic help to ODSS.

D. Provision of consultative and/or training assistance to campus units

The Coordinator of Disabled Student Services and the institution's Coordinator of ADA will serve as consultants and provide technical assistants to departmental units and faculty to increase awareness and knowledge of disabled students' limitations and abilities. When requested, information on various academic accommodations including alternative teaching and testing techniques will also be provided. The ODSS will provide or arrange for information and technical assistance, including professional development activities, to other campus units that serve students, so that they can give direct assistance to disabled students.

E. Dissemination to the campus community of information about needs and legal rights of disabled students

Information regarding the availability of services provided by the ODSS are to be included in all major campus publications such as bulletins, student handbooks, recruitment materials, and class schedules. All publications must identify the ODSS as the contact point where disabled persons can obtain accessibility information. Disabled persons will be acknowledged in the institution's nondiscrimination statements.

The ODSS and the ADA Coordinator will assist with the development of modified policies and procedures to ensure that the college's life safety and evacuation plans are appropriate to accommodate disabled students' needs.

The ODSS and ADA Coordinator will ensure that published materials, such as brochures, student handbooks, and maps are available and properly distributed to disabled students. All publications will be reviewed annually, and updated to reflect the level of current services and populations served. The means are available to provide printed information in alternate formats such as large print, braille, or tape recordings, if required.

ORGANIZATION AND ADMINISTRATION

The ODSS is located in the Student Affairs Division of the college with the coordinator reporting to the Vice President for Student Affairs. This organizational structure maximizes the opportunity for the coordinator of ODSS to work within the institution to develop and direct program activities effectively. The Special Needs and Concerns Committee will serve as the institutional advisory body for the ODSS.

HUMAN RESOURCES

The coordinator of Disabled Student Service is required to have at least three years of counseling experience, an earned Masters Degree in Counseling and must have a professional counselor's licensed issued by the State of Tennessee. Eligibility for national certification as a rehabilitation counselor will be a plus, as will experience with counseling persons with disabilities. The coordinator and other licensed professional counselors will assist disabled students to accomplish their educational, personal, and social goals. Available assistance include; (a) developing and implementing programs and services; (b) consulting with faculty and staff on matters of reasonable

accommodation; and (c) advocacy for the improvement of the quality of life of disabled students.

Support staff such as readers, scribes, lab assistants, and office assistants will receive adequate training and proper supervision essential to complement services for disabled students. Sign language and oral interpreters engaged by the college will have the appropriate certification to render the respective service.

FUNDING

The institution will provide financial resources that ensure effective services for disabled students consistent with the mission statement of the college and which allow the institution to fulfill its obligation under Section 504 of the Rehabilitation Act of 1973 and the 1992 Americans with Disabilities Act.

In addition to normal budget categories, the ODSS has special budgetary requirements. These items include, but are not limited to, the purchase and maintenance of special equipment necessary to provide access for disabled students to institutional programs. Necessary equipment may include telephone communication devices for the deaf (TDD) for office use, talking computer terminals, reading machines, devices for enlarging print, braillers, and variable speed tape recorders. (This does not include personal equipment such as wheelchairs, hearing aids, or braces, etc.). The number and nature of such devices that are provided will be governed by the needs of the disabled student population and the capacity of the institution to provide them.

FACILITIES

The ODSS is conveniently located on campus in the Student Center Building and is totally accessible for disabled persons.

All furniture, space, and equipment are accessible including such things as rest rooms, water fountains, and corridors. Appropriate space is available for providing counseling services, reading, writing, and other activities that require confidentiality or intense concentration.

Space is provided in the campus library for assistive devices such as tape recorders, calculators, reading machines and word processors. Equipment with speech output is available in the computer laboratories.

All classrooms, laboratories, recreational areas and information areas of the college are accessible to disabled persons, and an adequate number of disabled parking spaces have the desired proximity to each campus building.

CAMPUS AND COMMUNITY RELATIONS

The ODSS strives to maintain good working relationships with campus and community service agencies to ensure that disabled student receive necessary and equitable services.

Staff in the ODSS will assume a leadership role in the coordination of the institution's response to the needs of disabled students. This is essential to ensure continuity of services, resource management, consistent institutional policies, and the integration of disabled students into the total campus experience.

The ODSS staff seeks to maintain a high degree of visibility with the academic units through direct promotion and delivery of services, through involvement in determining what constitutes reasonable accommodation, and through promoting increased understanding of the special needs of students with disabilities.

The ODSS staff will be informed about, and actively involved in, influencing and affecting the policies and practices of other campus units which directly affect disabled students. These include areas such as admissions, orientation, academic advising, counseling, career planning and placement, financial aid, health services, safety and security, parking, scheduling, extracurricular activities and public information, as well as campus-wide committees that bear on these agencies and their services.

ODSS staff members continually strives to be particularly cognizant of the fact that for many disabled students the institution is only one part of their support system. Some important needs of disabled students are met through interaction with community agencies such as state vocational rehabilitation, veterans administration, social security, and other social service agencies. The ODSS staff will act as a liaison between student services, academic services, and community services on behalf of disabled students. Referrals to community agencies, as appropriate, will be made to ensure that students benefit from all available resources.

CODE OF ETHICS

All professional service staff members concerned with disabled students will maintain objectivity in relationships with disabled students and will advocate similar objectivity among other members of the campus community.

Staff members will ensure that confidentially is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions will remain confidential. Additionally the ODSS will comply with all requirements of the Family Education Rights and Privacy Act, and information in students files will not be disclosed to third parties without consent, unless one of the relevant statutory exceptions applies.

ODSS staff members will comply with all institutional policies which address ethical practices.

ODSS staff members will avoid any personal conflict of interest so that they can deal objectively and impartially with persons within and outside JSCC. Often the appearance of a conflict of interest can be as damaging as an actual conflict.

ODSS staff will not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress or any other outcome of an official nature, (2)... is used as the basis for such decisions or outcomes... (3)... has the purpose or effect of unreasonably interfering with an individual's work environment or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.R.F., Section 1604. 11 (a).)

ODSS staff must recognize the limits of their training, expertise and competencies and must refer students in need of further expertise to professionals possessing the appropriate qualifications.

EVALUATION

To determine the effectiveness of the organization and administration of disabled student services, a data collection system has been implemented. Quantitative and qualitative measures are utilized to evaluate the program of disabled student services at JSCC.

First, a quantitative evaluation measure will be used to analyze population characteristics and trends in the use of disabled student services. Data will be collected which will permit an analysis, on an annual basis, of the number of students served, the types of disabling conditions and graduation rates of disabled students.

A second evaluation measure is to provide for a qualitative evaluation of the program allows for the analysis of data which measures student satisfaction with services obtained, and permits the student to suggest recommendations for improving service.

The data obtained from the two evaluation methods will be analyzed during the summer of each year, and the results used to revise and improve the program goals and implementation of services for disabled students.